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ABSTRACT

This document focuses on a study conducted by the Windsor Sports Institute for Research/Change Agent Research (SIR/CAR) group into problems in educational sport. Major thesis of the investigation was that many of the problems plaguing educational sport originate not from the technical skills level but from (1) administrative decision making, and (2) ways in which educational management manifests to society the role, status, and goals of sport in education. It was hypothesized that effectiveness and efficiency are blocked when schools, leagues, and associations equate sport with the mission and method of amateur or semi-professional athletics. Emphasis on data collection and analysis of the South Western Ontario Secondary Schools Association (SWOSSA) (experimental group) and Ontario Federation of School Athletic Associations (OFSAA) (control group) focused on the identification of attitudes, beliefs, and behavior reflective of socializing sport or athletic excellence. Written opinionnaires and interviews resulted in a listing of eight behavioral patterns strongly identifying SWOSSA/OFSAA with a true, amateur sport model, with little conflict between avowed goals and actual behavior. Twelve recommendations are made for retention of this near-identity between goals and behaviors. Latent sources of conflict are identified as the "Sportplan" proposed by Sport Ontario, and the federal government's plan for the unification of Canadian sport, both of which stress athletic excellence in a government bureaucratic organization as opposed to socializing in a voluntary, mutual-benefit, or service organization. Explanations of the SIR model of systems analysis and the CAR methodology are presented as introductory material. (MJB)

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THE ROLE OF INTERSCHOOL SPORTS IN THE SECONDARY SCHOOLS OF ONTARIO - FOCUS ON SWOSSA AND OFSAA

address by

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to the

Annual Meeting of the

Canadian Association for Health, Physical Education and Recreation

held at

Acadia University
Wolfville, Nova Scotia

Friday, June 17, 1977

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SP 011 196

The Role of Interschool Sports in the Secondary Schools of Ontario -
Socializing Sport or Athletic Excellence

Annual Meeting of the
Canadian Association for Health, Physical Education and Recreation
Friday, June 17, 1977

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Nova Scotia School Athletic Federation
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Fredericton High School
Fredericton, New Brunswick

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Edmonton, Alberta

Dr. Daniel Soucie
University of Ottawa
Ottawa, Ontario
(formerly of the University of Quebec at Montreal)

THE ROLE OF INTERSCHOOL SPORTS IN THE SECONDARY SCHOOLS OF ONTARIO - FOCUS ON SWOSSA AND OFSAA

by Dr. Dick Moriarty, Dr. Gordon Olafson
and Prof. Marge Holman Prpich
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SIR/CAR is an acronym for the University of Windsor Sports Institute for Research/Change Agent Research (SIR/CAR). SIR is an interdisciplinary public/professional study group which brings together theoreticians and practitioners to investigate topics of vital interest to sports or athletic organizations functioning at either the community, provincial/state or national level.

The membership of SIR prefer the Frontier Action Research model to the Pure Basic Research Model for evaluation of policy research. Frontier Action Research brings professional practitioners and discipline theoreticians together to work cooperatively and as equals; whereas the Pure Basic Research Model is based on the theory that research theoreticians should work independently and that their message should be filtered through a middleman to the practitioner and professional.

CAR is an innovative systems analysis technique which combines Organizational Audit, Organizational Development and Organizational Research to allow an organization, indeed force an organization, to equate precisely what it is attempting to do for its members, how it is attempting to do this, and at what cost - human and physical, and probably most important, with what results.

*SIR/CAR is the registered trademark for the Sports Institute for Research/Change Agent Research which is housed in the University of Windsor Faculty of Human Kinetics. This study was conducted on a grant from the Ontario Ministry of Education. Supervisory Officer Helen Gurney: Chief Education Officer: Student Planning and Exchange.

SIR Model and CAR Methodology

The SIR Model is a systems analysis technique which focuses on goals and means and assists (indeed forces) an organization in identifying (1) ultimate goal, (2) conflicts or obstacles preventing achievement of this goal, dissonance between (3) structure and (4) groups and individuals, the influence of (5) social stress and (6) constituent strain and (7) alternate management techniques by which a sport or athletic organization may (8) reformulate structure and (9) realign membership with an eye to (10) future change and trend. As indicated in the SIR Model below this is a cyclic process which reverts after (10) future change and trend back to (1) ultimate goal.

CAR methodology brings together theoreticians and practitioners in a three-phase process: Phase I - Organizational Audit and Communication Feedback; Phase II - Organizational Development by means of participative clinics aimed at developing a cadre of Change Agents; and Phase III - Reorganizational Audit and development of the CAR pak for future analysis and evaluation.

The Molar Comparative Analysis Design below outlines the SIR/CAR model and method for analysis of school sport or athletics. It is a "holistic model incorporating as causal variables both humanistic, physiological and sociologically induced behaviour, as well as technical, economic and situationally expedient behaviour."[1]

The Theoretical Model used in this specific study was adopted at a workshop held in the fall of 1976 focusing on "Socializing Sport or Athletic Excellence in the Interface of School Sport and Amateur Athletics: A Cooperative Change Agent Research Project Involving the Canadian-American Scene," which was funded by an MAPECW/NCPEAM Scholarly Directions and Research Conceptualization grant. Analysis of the organization was conducted on the basis of the Professional-Amateur Dichotomy which has evolved from

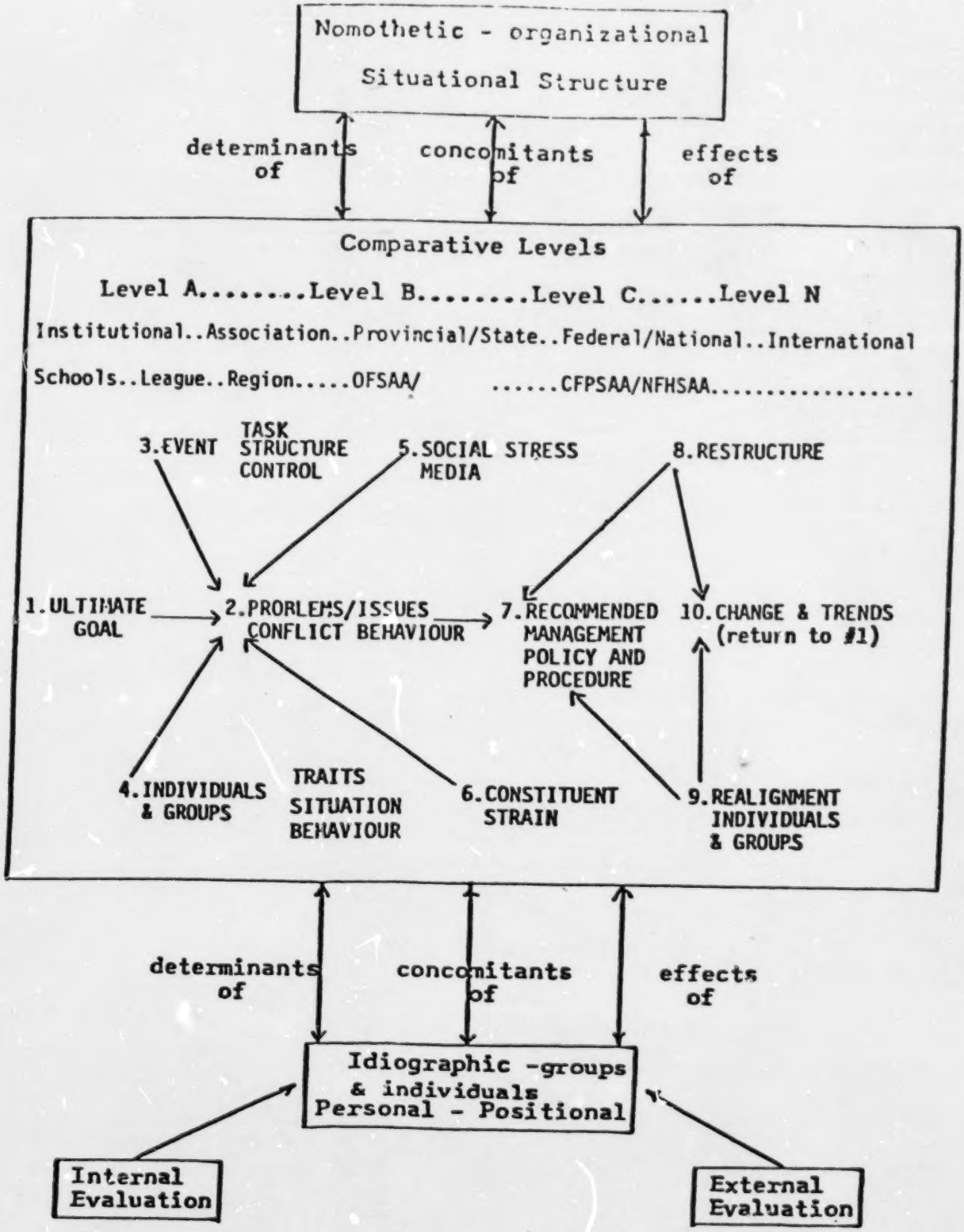


Figure 1 - Molar Comparative Analysis Design

PROFESSIONAL ATHLETICS WORK WIN PRODUCT (QUALITATIVE) STRUCTURE (CUI BONO) (WHO BENEFITS)

AUTOCRATIC

CONFLICT
COMPETITION
CONFORMITY

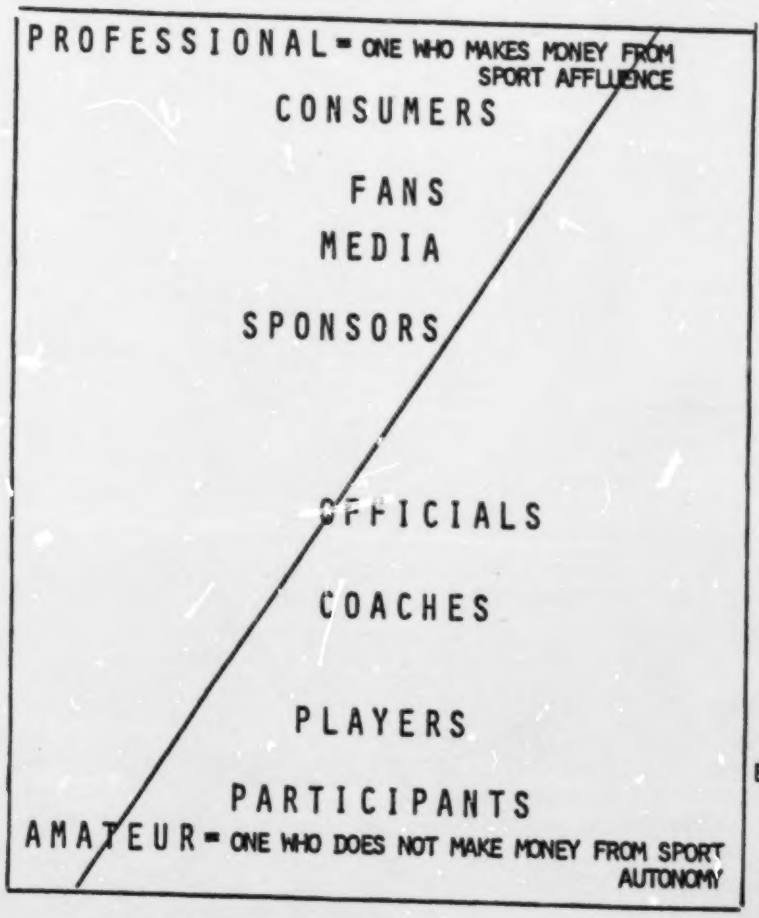
ATHLETIC EXCELLENCE

TMBC

ROLE

SOCIALIZING SPORT

COOPERATION
COORDINATION
CREATIVITY



PERSONALITY

EMPC

BUSINESS (OWNERS)

GOVERNMENT (PUBLIC AT LARGE)

SERVICE (PUBLIC IN CONTACT)

MUTUAL BENEFIT (MEMBERS)

AMATEUR SPORTS PLAY PARTICIPATION SERVICE (QUANTITIVE) AUTONOMY (DEMOCRATIC)

PROFESSIONAL-AMATEUR DICHOTOMY

Key: TMBC=Traditional Monocratic Bureaucratic Concept
EMPC=Emerging Pluralistic Collegial Concept

previous and ongoing SIR/CAR studies. The thesis inherent in this model is that in terms of input, throughput and output, there are two basic alternative maximization approaches on the Canadian-American scene to the phenomena called alternately and rather indiscriminately athletics and/or sports: namely (1) professional athletics and (2) amateur sport.[2] If an organization wishes to maximize, rather than submaximize, and to "Manage By Objectives and assign Resources By Objectives" one of these two models should be selected. Each approach should employ different means and organizational structure if it is to achieve its goals and fulfill its task.

Professional Athletics

Professional refers to a person who pursues athletics as a vocation (for livelihood). Etymologically and historically, athletics is derived from the Greek athlos (contest), athlein (contend for a prize) and agonia (struggle for victory). Athletics stresses work in order to win, thereby producing a product. The organizational structure most conducive to achieving this goal is the traditional autocratic business organization in which the owners are the primary beneficiaries and to a lesser extent the commonweal or government organization in which the public at large benefits. Emphasis in professional athletics is primarily on the consumer (spectators and fans) and only secondarily on the producers (players and coaches). Need for a high level consistent calibre competition demands conformity in role behaviour.

Amateur Sport

Amateur refers to a person who pursues sport as an avocation (or as a hobby). Etymologically and historically, sport is derived from the French and English 'desporter' (carry away from work for fun, change) for recreation or leisure. Sport stresses play in order to participate, providing a service.

The organizational structure most conducive to achieving this goal is a democratic mutual benefit association in which the members are the primary beneficiaries, or to a lesser extent, the service organization in which the public in contact benefits. The primary focus of attention in amateur sport is upon the producers (players and coaches) and only in a secondary way upon the consumers (spectators and fans). Need for cooperation and coordination lends itself to development of the individual personality.

Athletic Excellence Business vs Educational Socializing Sport

In educational terms the Professional-Amateur Dichotomy converts to Athletic Excellence vs Socializing Sport.[3,4,5]

Methodological Procedure for Implementing SIR/CAR Model and Method in the SWOSSA/OFSAA Study

The universe for this particular study consisted of all of the citizens who are involved in either a primary or secondary way in secondary school sports programs. A highly selected quota sample of 1,060 of the age eighteen or older Ontario public was surveyed.

The primary sample for the study consisted of subjects from among OFSAA students, teachers, administrators, board members, parents and the general public in the target areas. The research design listed below allows for involvement of all seventeen regions of OFSAA, either as an experimental or control group. The Southwestern Ontario Secondary Schools Association (SWOSSA) was the experimental group. It is a representative region of the Ontario Federation of School Athletic Associations (OFSAA). SWOSSA encompases a geographic configuration made up of three local leagues (Essex County, Kent County and Windsor and suburbs). It consists of a total of thirty-five schools ranging in size from several hundred to several thousand with a total enrolment of 32,000 students. The demographic spectrum ranges from rural to urban, including core city schools, as well as public and separate schools.

Forced Choice Athletic Business - Educational Sports
Questionnaire Check List

ultimate goal	☐ win and/or challenge	☐ participate and compete
dichotomy	☐ athletic excellence calibre	☐ academic excellence competitive
aim (long-range)	☐ specialization skills development	☐ generalization overall development
objective (immediate)	☐ work, pain, win aggressive	☐ leisure, fun, partake relaxed
source of competitors	☐ conscripted (recruited)	☐ voluntary (non-recruite
rewards	☐ extrinsic - special treatment, top equipment, meals, $	☐ intrinsic - participation, contribution
remuneration	☐ pay for play	☐ play for education
commitment	☐ commitment of time	☐ use of free time
emphasis	☐ fair for best - group good	☐ equal for all - individual good
rules	☐ letter of law (gamesmanship)	☐ spirit of rules (sportsmanship)
orientation	☐ international & national competition	☐ local & league competition
signs	☐ recruiting & subsidizing	☐ voluntary & contributing
evaluation	☐ vis a vis society (standing)	☐ vis a vis individual (improvement)
emphasis	☐ labor & profit	☐ social & education
organization	☐ centralized authority	☐ decentralized authority
outlook	☐ contest (work to win)	☐ game (play to participa
coaches profile	☐ conformity in play	☐ creativity in play
growth	☐ control & rapid development	☐ coordination & natural evolution
cliches	☐ No excuse is adequate for losing. ☐ No cost is too high for winning.	☐ It doesn't matter if you win or lose, but how you play the game.
philosophy	☐ Anything worth doing is worth doing well.	☐ Anything worth doing is worth doing even if poorly.

Figure 4 - Forced Choice Athletic Business -
Amateur Sport Questionnaire

IDEA for SIR/CAR

IDEA = Identification, Delineation, Evaluation, and Action.

Identification: The felt need and request for SIR/CAR service must originate with the organization to be studied. The fundamental thesis tested is that what is effective and efficient for professional organizations is not effective and efficient for amateur sports organizations, and vice versa.[6]

The major issues identified by the Ministry of Education in collaboration with SIR/CAR were:

1) The role and stauts of school sport or athletics in the overall educational process.
2) Identification of areas of cooperation or conflict in the interface of educational sport and amateur athletics at the regional, provincial, national and international levels.
3) Trend analysis and projection of significant antecedent data, current transactions and projected behaviour, both quantitatively and qualitatively, in terms of both human and physical resource expenditures.
4) The relative significance of specialized technical skill development vis a vis general development of students involved in educational sport or amateur athletics, administrative decision-making in a centralized or decentralized system, and public image and public relations interface of school and society.
5) The effects of equating and evaluating socializing school sport on the criteria of amateur athletic excellence, or vice versa.

Delineation: Antecedent, current and projected attitudes, beliefs, feelings and behaviour of those involved in school sport/athletics, and to a lesser extent amateur athletics/sports, were assessed by the Sports Institute for Research (SIR) by applying Change Agent Research (CAR) Systems Analysis Technique to the regional Southwestern Ontario Secondary Schools Association (SWOSSA) and to the provincial Ontario Federation of School Athletic Associations (OFSAA). Research and Development were located by computer retrieval searches. Written sources were augmented by audio interviews with those who had been involved in the organization and administration of SWOSSA and OFSAA.

Phase I - Organizational Audit - was conducted with attitudes and beliefs assessed by indepth audio interviews and written opinionnaire and analysis of behaviour by means of personal observation and media monitoring at SWOSSA and OFSAA sports/athletics events, as well as local league, regional association and provincial meetings.

Phase II - Participative Clinics - consisted of four major workshop conferences bringing together representatives from the various levels of school sports/athletics with representatives from the regional boards of education and provincial Ministry of Education (occasionally joined by their counterparts from the Canadian-American scene). During the participative clinics those in attendance were able to receive communication feedback from Phase I - Organizational Audit, were sensitized to contemporary activities and projected expectations, and were provided with an opportunity to brainstorm and seek consensus on recommended policies and procedures for those involved in school sports/athletics.

Evaluation/Experimentation: The design for the study is a classic research design with SWOSSA serving as the experimental group and the rest of the regions of OFSAA as a control. Pre-test consisted of Phase I - Organizational Audit - at Time 1 followed by Phase II - Participative Clinics - at Time 2 culminating ultimately in Phase III - Reorganizational Audit at Time 3. Windsor's SIR/CAR assessed attitudes and beliefs (within SWOSSA) as well as actual behaviour (throughout OFSAA). The out-of-school attitude survey of age eighteen and older Ontario taxpayers was conducted by SIR/CAR in conjunction with the University of Windsor International Business Study Research Unit (IBSRU) and Elliott Research Laboratories of Toronto. The SIR/CAR -IBSRU Survey of 1,060 Ontario taxpayers was analyzed on the basis of (1) urban and rural, (2) male and female, (3) a spectrum of socio-economic groups, (4) various levels of educational background and (5) ten of the seventeen regions of OFSAA.

The primary sample for the study consisted of subjects from among SWOSSA and OFSAA students, teachers, administrators, board members, parents and the general public in the target area. The selected activities observed included some individual, dual and team-type sports. Whenever possible events in boys' and girls' participation were analyzed. The scope of activities ran from non-spectator sports to spectator athletics. In addition, the full range of activities from recreational, intramural, interscholastic, as well as curricular and cocurricular activities were included in the sample in order to assess the effect of school sports and amateur athletics programs on both student participants and teacher/coaches.

Activities for OFSAA/SWOSSA Study

	Fall Activities			Winter Activities		
	League or Local Assoc.	SWOSSA	OFSAA	League or Local Assoc.	SWOSSA	OFSAA
Volleyball (coeducational)	X	X	X			
Football	X					
Basketball (coeducational)				X	X	X (exhibition level)
Gymnastics (coeducational)				X	X	X
*Swimming (coeducational)				X		X
**Hockey				X	X	X
Wrestling				X	X	X

* some data is already available in this area

** note both swimming and hockey would be excellent areas to assess the dichotomy of school and amateur activity.

Spring

Track and Field (coeducational)	X	X	X

Thesis and Hypothesis

The fundamental thesis tested in this project was that many of the problems which plague educational sport originate not at the technical skills level, but rather in administrative decision-making and the ultimate goal and the way educational management manifest to society the role and status of sport in education. The hypothesis tested was that effectiveness and efficiency is blocked when schools, leagues and associations equate and evaluate educational sport (and the supporting service organization) with the mission and method of amateur or semi-professional athletics (and the supporting commonweal organization). Therefore, emphasis in both data collection and analysis focused on the identification of attitudes, beliefs and behaviour reflective of socializing sport or athletic excellence.

Analysis of the results of the Semi-Directed Focused Interview (SDFI), verbal opinionnaire which accompanied the SDFI and the Written opinionnaire which was based upon the SDFI place the Southwestern Ontario Secondary Schools Association clearly in the area of School Socializing Sport as opposed to Athletic Excellence Business. SWOSSA also showed no discrepancy between avowed goals as expressed on SDFI and opinionnaires and actual behaviour as monitored by personal observation and media.

These interviews showed a strong identification with the true amateur sport model, i.e., (1) ultimate goals, such as fun, relaxation and participation; (2) concern for conflict in such areas as servicing the students school spirit, fundamental facilities and equipment required for the program; (3) emphasis upon such events as the task of developing school spirit, improving teacher-student relations in a decentralized structure and control within the local or regional league with desire for student involvement and leadership;

(4) emphasis in terms of significant individuals and groups such as the student/players and teacher/coaches who have traits such as sportsmanship and an outgoing nature, volunteering their time to develop school spirit with a desire and willingness to listen to problems, who are willing and open to criticism; (5) there was concern expressed against outside pressures developed by the media or failure to provide equal opportunities for girls; (6) while the main internal stress came from those who viewed sport for all versus those who recommended an elitist program; (7) with a major management techniques suggested including more time for intramurals, increased financial assistance to allow more participation, more facilities with more teachers involved in coaching. In general, there was support for constructive cricicism.

Written opinionnaires, based on the audio interviews were circulated to a larger population of those involved in secondary school sport throughout the region and an attitude survey of the above-eighteen-years of age (taxpaying public) was conducted throughout the Province of Ontario. The high reputation and perception of the value of school sport mass participation and for the responsibility of the Ministry of Education and regional boards of education to support the school program was reflected. Strong support was expressed for a broad-based socializing sport school program; strong opposition to the school sport program for the elite athlete and very high respect and expectation that either high schools and/or schools and associations should conduct the sport program.

Observation revealed the following specific behavioural analyses:

1. Class (invitational to provincial): significant increase in players to team members during warmup interaction; an increase in pre-game; during-game and post-game neutral faces; and increased player-to-player aggression at the start, during and after the game, as well as player-to-official aggression.
2. In terms of divisions, as we pass from local groups to provincial competition, we see a decline in pre-game fan-to-fan interaction and players smiling and neutral faces; a decline in player-to-official aggression, a low level of player-to-player aggression at the start, during and after the game, but high level of coach-to-official aggression during the game, followed by a reversal after the game, wherein players are aggressive to opponents and coaches are friendly with officials.
3. As might be anticipated, losers frowned significantly more during and after the game, while winners smiled more. Also, coaches of losing teams are significantly more aggressive toward their players, and players concomitantly are more aggressive towards their coaches and opponents.
4. Boys' competition is more intense, which is reflected in higher frowning faces, and girls' is significantly more social, as reflected in smiling faces.
5. When the various sports were arranged on a semantic differential running from least aggressive to most aggressive, a consistent pattern emerged whereby the more aggressive sports elicited a significantly higher number of neutral faces before, during and after the game and also a significantly higher number of frowning faces before and after the game.

5. (cont'd)

Concomitantly it was found that prior to the game the more aggressive the sport the lower the number of smiling faces and,conversely,the less aggressive the sport the higher the number of smiling faces. It must be noted that there was no significant difference in terms of smiling faces during and after the game, although there was a trend in this direction. In terms of aggression, it was found that more aggressive sports led to a significantly higher degree of player aggression towards the opposing players and coaches before, during and after the game, and towards officials before and after the game. Coaches were more aggressive towards their players both during and after the game.

Further analysis showed:

1. Winners during and after the game are less pessimistic (frowning faces) and show more smiling faces at the end of the game. The fans of winning teams show less aggression towards their players at the start of the game. Conversely, the fans of losing teams are aggressive at the start of the game. Similarly, during and after the game losers are pessimistic (high number of frowning faces) and, as anticipated, are sad at the end of the game.
2. In terms of sex, there is more interaction at the beginning of games in girls' sports and higher player-to-player aggression at the end of the game in boys' athletics.
3 The more aggressive the athletic activity, the lower the amount of fan-to-player interaction.

Summary of Evaluation

Avowed goals as expressed in audio interview, verbal and written opinionnaire are typical of those expressed in amateur athletics and school sports. What does make SWOSSA and OFSAA quite distinct from the dozen various amateur athletic youth organizations in Southwestern Ontario is that behaviour identified through personal observation and/or media monitoring indicates that there is no appreciable gap between the avowed goals of those involved in SWOSSA/OFSAA and their actual behaviour. Relatively speaking, the level of conflict is low and that of cooperation high within SWOSSA/OFSAA. This fact is further substantiated by the various media monitoring samples conducted in school sport at the local, regional, association and provincial level. This should not be interpreted to mean that there is no conflict within OFSAA, for indeed a major issue is confronting SWOSSA/OFSAA. This is the question of whether or not SWOSSA/OFSAA will remain in terms of both avowed goals and actual behaviour within the area of socializing sport in a voluntary mutual benefit or service organization or make the transition to athletic excellence in a government bureaucratic organization as suggested by Sport Ontario and Sportplan.[7] In short, the conflict which confronts SWOSSA/OFSAA does not come from within the organization, but from an extraorganizational source,namely, Sportplan as proposed by Sport Ontario (and to a lesser extent Sport Canada's Federal Government's plan for the Unification of Sport).

Action - Recommendations and Conclusions

The following specific recommendations were made:

1. Emphasize school socializing sport whenever and wherever possible.
2. Conduct more study/clinic/research for those involved in school sport dealing with the goals and means of education, psychology, principles of coaching, socializing effect of sport, health, fitness and safety as opposed to the technical skills of sport or athletics.

3. Increase the number of studies, clinics and research projects wherein those involved in secondary school sport interact with those in amateur athletics focusing again on the goals and means of true amateur sport and what the youth needs in terms of psychology, sociology, physiology and health. In some instances those in secondary school sport can also teach the technical skills of the various sports; however, in many instances those involved in amateur athletics can contribute to the school sport coach by providing expertise in the area of technical skills.
4. Employ mass media (public press, radio and TV) to communicate to society the goals of school socializing sport rather than developing expectations for amateur or professional athletic organizations.
5. Decentralize school sport or provide for more local control and responsibility to the various schools and leagues as opposed to the regional and provincial associations. The regional and provincial associations should restrict their control to their area of specific responsibility and provide a coordinating service for the local leagues.
6. Place more emphasis on school intramurals and local league competition, and less on regional association and provincial level by concentrating regional and provincial association competition within the briefest period of time.
7. Base activity for student/players on age and ability, provide equal time for those involved and continue to increase programs for girls. Some teams could play within a day with a minimum of adults present and involved thereby providing opportunities for students to develop their own leadership potential.

8. Promote mass participation and fun in the younger age divisions. This could be achieved by assigning the better teacher/coaches to this level.
9. Improve the dignity and status of officials by prohibiting and eliminating coaches, teachers and parents from questioning calls at games. All protests should be in writing after the game. Better officiating can be used in higher age groups where competition is keen and the youth (and adults involved) are more capable of handling the pressure. Players, parents and spectators seldom act negatively towards officials unless coaches lead the way.
10. The physical setup influences control; therefore in potentially high conflict situations, there should be a separation of players and participants from fans.
11. Concern in school sports should be for the overall development of the student rather than the devleopment of technical skills. Evaluation of league success should be on individual player improvement and number of participants rather than standing, competitors' calibre and success in the league, district association, provincial (and never in national or international competition at the secondary school level). Particularly at the higher levels of competition more emphasis should be placed on socialization and education and less on the development of skills, since studies show socialization is a high need in the latter teens and socialization will mitigate and relieve some of the pressures of high level competition.[8] School sports have failed in many instances to satisfy this want and need of student participants.

12. Continue the association between school sport and university study/research groups in order to monitor changes brought about by Bottoms-Up-Management and Authority From Above as well as Management By Objectives, Resources By Objectives, and Operations Analysis, Systems Analysis and Synthesis of Systems.[9]

Again, it must be stressed that the recommendations above have been devised by those involved in school sport organizations which SIR/CAR has serviced. CAR does not provide recommendations but rather objective scientific systems analysis techniques by which organizational people may look at what they say they want to do, what they write on a piece of paper on attitudes and beliefs vis a vis the way in which they are actually behaving.

Ironically, within OFSAA there is a high correlation between avowed goals and actual behaviour. This would indicate continuation of the 'status quo' and reaffirmed emphasis on school socializing sport. There is high latent conflict confronting OFSAA from outside of the organization in the form of Sportplan from Sport Ontario (and indirectly from Sport Canada's plan for Unification of Sport). The structural changes suggested in Sportplan and Unification of Sport would increase the probability of the transfer of OFSAA from a voluntary mutual benefit service organization to a government bureaucratic non-voluntary organization. Absorption into this larger organization would increase the probability of OFSAA losing its current goals and means, and its identity as a school socializing sport organization. Indeed, absorption or integration of OFSAA into Sportplan might call into question, in this period of accountability, the rationale for the continued existence of two separate

organizations. It would appear that OFSAA and the regional associations and local leagues cannot have it both ways. If they provide a distinct service in the education of secondary school students in the Province of Ontario, then their continued existence and their perpetuation of the specific goals and means which they utilize can be justified even in an era of high accountability and fiscal constraint. On the other hand, if there is no distinction between the goals and means of a secondary school sport and amateur athletics and they both service the same target population (above average skilled youth), then one could logically question the necessity of two separate organizations reporting to separate ministeries with different mandates from society.

FOOTNOTES

1. George H. Rice and Dean W. Bishopric, Conceptual Models of Organizations. (New York: Appleton-Century Crofts, 1971), 129.

2. Bill Gilbert, Gleenings From a Troubled Time," Sports Illustrated, 37 (December 25, 1972), 34-38. See also Murray Smith, "Let's Simplify to Satisfy! A Case for Classifying Sport Environments to Meet Desires of Participants," Coaching Association of Canada Bulletin, Vol. 12 (January, 1976), 16-19.

3. The terms nomothetic and idiographic were employed by Getzel and Guba in differentiating between the institution's roles and expectations (nomothetic) and the individual's personality and needs (idiographic). In this model nomothetic is employed in its more basic etymological meaning referring to organizational task, structure and control. Cf. J.W. Getzel and E.G. Guba. "Social Behaviour and the Administrative Process," The School Review, (Winter, 1957), 423-441.

4. See Dick Moriarty, "Accumulation and Application of Knowledge Through Sports Institute for Research/Change Agent Research (SIR/CAR) System," proceedings of the National Association for Physical Education of College Women Conference Spirit '76 Transformation - Never Ending Flights of Future Days (June 4, 1976) Amherst, Mass.: National College Physical Education Association for Women, 1976.

5. For a complete description of the Organization Analysis Models see Dick Moriarty, James Duthie and Megid Ragab, "Combining Organizational Development and Organizational Research," Management by Objectives Vol. 4, No. 3, (May, 1975), 35-45.

6. Tim Craig (ed.), The Humanistic and Mental Health Aspects of Sports, Exercise and Recreation. (Washington, D.C.: American Medical Association, 1976).

7. Bob Reid, "Chairman's Comments Academic and Physical Education," Sport Ontario News, Vol. 5, No. 3 (November/December, 1976), 3.

8. See Tim Craig (ed.) The Humanistic and Mental Health Aspects of Sports, Exercise and Recreation (Washington, D.C.: American Medical Association, 1976).

9. See National Association of Secondary School Principals, "NASSP Bulletin: Will Accountability Work? Initiating Change Programs Computer Capabilities," Thomas K. Koerner (ed.),(Washington, D.C.: NASSP, March 1974, No. 380).